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SERVICE PAPER

THE DEVELOPMENT OF A DRAMATIC CLUB
FOR A SMALL MAINE HIGH SCHOOL

Submitted by
Eleanor Wood Geary
(B.A. Bates College, 1942)

In partial fulfillment of requirements for the degree
of Master of Education

1947

First Reader

Irwin (Eaton)

Second Reader

Certrude Forrester

Third Reader

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THE STATE OF NEW YORK

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1947

(Signature)

First Reader

Second Reader

Third Reader

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The club offers many opportunities for the actual practice of the elements which the adult citizen will need; and this practice is obtained...in a true and natural environment, in which the pupil prepares for living tomorrow by normally and intelligently living today, in situations which are very similar to those of tomorrow.

CHAPTER I

STATEMENT OF PROBLEM AND METHOD OF PROCEDURE

Origin of Problem

For a number of years at Skowhegan High School, Skowhegan, Maine, no extra-curricular activities apart from sports were offered in the school program. Members of the staff realized the need for a club program to enrich the school curriculum; however, nothing was done to modify the situation. A course taken at Boston University Summer School on "Extra-Curricular Activities in the Secondary School" provided the stimulus for establishment of a club program in the school.

Nature of Problem

This problem of establishing an extra-curricular program is fairly universal--a problem which offers abundant opportunities for investigation. From every quarter today--from the business world, from the colleges, and from the parents--come the well grounded plea to train high school students not only in the curricular subjects, but also to give them additional opportunities for training in character, culture, and citizenship--qualities which are provided abundantly in a well-

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That educators are aware of the problem is evidenced by the amount of literature on this subject.

Scope and Plan of the Investigation

The present study grew from an earnest desire to meet the needs of the students in the high school--a desire to provide through a dramatic club an opportunity for them to:

1. obtain a command of fundamental processes in dramatics
2. devise a worthy use of leisure time
3. form worthwhile personal habits or attitudes
4. practice democratic principles of citizenship

This paper deals with the development of a dramatic club and the problems which attended its organization.

Sources of Data

The material used in this paper was obtained from the members of the dramatic (and debating) clubs at Skowhegan Senior High School, Skowhegan, Maine. Information was procured during the year of study from primary sources such as: personal observation, courses taken at summer school, and questionnaires given to parents, administrators and students.

¹ Harry C. McKown, School Clubs, The Macmillan Company, New York, 1929, p. 13.

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Specific Difficulties of Problem

Establishment of a club in this senior high school presented many difficulties. The problem of creating faculty and administrative interest and approval was followed by the difficulty of setting worthwhile aims and objectives. After the question of the time and place for the meetings was established, the difficulty of overcoming the financial problem which would grow as the club grew was settled. Fifth, the problem of interesting a majority of students to participate and placing limitations upon the number of clubs a student should join and upon the number of pupils in a club, was attended by the necessity of recognizing and stimulating individual abilities out of which grew the need for appropriate, interesting activities. Last was the problem of preserving a proper balance between the club activities and the regular activities of the school.

These problems and their solutions will be discussed more fully in Chapter III, "Problems".

The school staff consists of fourteen regular teachers, two part-time teachers, and a principal who teaches one class per day. Of the fourteen regular teachers, six are men. With one exception, the teachers are college graduates, and five have their Master's degrees.

Offered in the regular school work are five courses: business, vocational shop, general, commercial, and classical. The percentage of the number of pupils enrolled in each course

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CHAPTER II

DESCRIPTION OF SCHOOL AND CAUSES

FOR CLUB FAILURES

Type of School

The Skowhegan High School located in a town whose population is composed of approximately 27,000 people is a three-year senior high school. The enrollment is 200, about equally divided between boys and girls, the majority of whom come from middle-class homes, where the parents are employed in the shoe industry. About twenty-five per cent of the parents belong to the professional class, and fifteen per cent to the farming class. The school has a very small foreign element, the majority of pupils being of native American or English extraction.

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Offered in the regular school work are five courses: home economics, vocational shop, general, commercial, and classical. The percentage of the number of pupils enrolled in each course

is as follows:

Table I

| Home Economics | Vocational Shop | General Commercial | Classical |
|----------------|-----------------|--------------------|-----------|
| 10 | 10 | 15 | 40 |
| | | | 25 |

Causes of Club Failures

Before any of the problems were approached, the list, "Causes of Club Failures", completed by E. G. Johnson and students of his summer school course in extra-curricular activities at the University of Michigan in 1931 was carefully studied. The list helped to avoid pitfalls and showed plainly that upon the sponsor's personality and interest depended the success of the club. McKown is also in agreement with the idea; as he states, "Probably nothing will kill a club more quickly than an uninterested, unsympathetic, or unprepared sponsor."¹ If the following list were to be referred to by the club sponsor as a check upon himself, he would be likely to be successful.

Table II

Causes of club failures:²

1. The practice of requiring students to become club members
2. The failure to provide school time for meetings
3. Overloading of the sponsor with other duties

¹ Harry C. McKown, op.cit., p. 25.

² Joseph Roemer, Charles F. Allen, Dorothy A. Yarnell, Basic Student Activities, Silver Burdett and Company. New York, 1935, pp. 225-226.

Table I

Home Economics Vocational Shop General Commercial Classical

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1. The practice of requiring students to become club members
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4. Allowing a pupil to belong to too many clubs at one time
5. A lack of administrative encouragement
6. Lack by the sponsor of the ability to arouse pupil interest
7. The lack of a definite program
8. Tendency of sponsors to dictate to the club
9. Tendency of sponsors to abdicate their functions
10. Tendency of sponsors to overemphasize the importance of the club in proportion to that of other activities, resulting in a desire for special privileges and lack of interest when such privileges are refused.
11. Lack of appeal of the club program to the interests of the students
12. Insufficient student participation
13. Lack of preparation on the part of the sponsor
14. Appeal based on the attractive personality of the sponsor rather than upon the merits of the club program
15. Failure to adapt the program to the needs of the school, the pupil, and the community
16. A lack of interest on the part of the sponsor
17. Inability on the part of the sponsor to meet pupils on their own level
18. Lack of appreciation of the value of clubs on the part of the sponsor; he is not "sold" on the idea of clubs
19. The making of clubs "just another class"
20. An undemocratic bases of selection for membership
21. Careless selection of members
22. Too great expense involved

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23. A too pretentious beginning
24. Lack of coordination with other activities in school and community, resulting in a conflict of schedule and interests
25. Too many (or too few) meetings
26. Allowing pupils to be merely nominal members; they belong but do not work
27. Too large a membership
28. The presence of cliques
29. Origin of the club a fad which soon passes
30. The fact that the club has outlived its usefulness
31. Opposition by parents or others in the community

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CHAPTER III

PROBLEMS

Faculty and Administrative Interest and Approval

Whole-hearted support of the club program by the faculty, administrators, and the community is essential, for an unsympathetic attitude which expresses half-hearted support, ridicule, opposition, or mere toleration is disastrous. It is useless to attempt to initiate a club or a group of clubs without first educating the faculty in the ideals and purposes of the activities. In the beginning it is far better to start slowly than to attempt an overambitious (all inclusive) program which produces repercussions too great to be overcome. That faculty interest should be obtained is seconded by McKown; who states, "The real responsibility for the success of the program will not rest with the pupils but with the faculty."¹

The first step in establishing the dramatic club at Skowhegan was approaching the principal to discuss the outline of suggested organization plans and activities. He recognized the value of such a club and gave his whole-hearted support to the project, submitting the proposition to the superintendent

¹ Harry C. McKown, op.cit., p. 33.

CHAPTER III

INTRODUCTION

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who, in turn, presented it to the school board.

Having met with the approval of the administrators, the suggested organization plans and activities were presented to the entire faculty for discussion at a teachers' meeting.

During the course of the meeting the need for various types of clubs was presented. As a result, the teacher of French and Spanish decided to initiate a language club if sufficient interest existed among her students. The mathematics teacher, who formerly had taught English, felt there was a need for a journalism club and decided to look further into the matter. The biology teacher, who had previously organized a science club which had ceased to function, resolved to re-establish the club presenting new aims and student suggested activities which would be an outgrowth of the discussions in his biology class. The home economics teacher, feeling that her students might not be interested in any of the other clubs and desiring to offer them an opportunity for participation, became convinced that she should have a home economics club. Thus beside the original plan of establishing only a dramatics and a debating club, a more complete club program was launched due to the enthusiasm of the teachers.

Each teacher was left on his own to introduce his particular club. There were no more faculty meetings and no central organization. These were shortcomings which should have been overcome, as students were allowed to join any number of clubs, a fact, which in some cases caused serious neglect of regular studies. Many of the teachers, having little

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experience in sponsoring a club, felt completely lost. As a result many of the clubs were not so effective as they might have been had the sponsors discussed aims, meetings, finances, activities, and general organization.

Worthwhile Aims and Objectives

The second major problem after receiving administrative approval and creating faculty interest in a club program was to set the author's personal aims and objectives. Later, after the club was organized, the members themselves proposed aims and objectives which they felt were worthwhile and desirable.

In order to have a definite purpose for the club these objectives were most necessary. Otherwise the club activities would have been carried on with no particular functional purpose except sociability which might tend toward selfishness.

In agreement with the ideas of establishing a definite set of aims and purposes, McKown says: "No school club should ever be allowed to exist if its aims and purposes are not definite."¹

One of the most serviceable statements of values is Koos' analysis of the values which are attributed to various student organizations in forty articles written by authorities in this field. The list which follows is worded in a general way and there is some overlapping.

¹ McKown, op.cit., p. 15.

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Constitutional Aims and Objectives

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I believe, on all, p. 45.

Table III

Values Attributed to Student Activities by Educational Writers^a

| Values relating to | Frequency of mention in 40 writings |
|--|--|
| I. Seventeen cardinal objectives of secondary education | |
| 1. Training in civic-social, and moral relationships----- | 37 |
| 2. Socialization----- | 23 |
| 3. Training for leadership----- | 22 |
| 4. Training for social cooperation----- | 19 |
| 5. Actual experience in group life----- | 17 |
| 6. Training for citizenship in a democracy---- | 16 |
| 7. Training for recreational and aesthetic participation----- | 15 |
| 8. Training for ethical living----- | 11 |
| 9. Health----- | 10 |
| 10. Relation of school to community----- | 7 |
| 11. Intellectual development----- | 7 |
| 12. Training in business methods----- | 4 |
| 13. Vocational training----- | 4 |
| 14. Training for worthy home membership----- | 4 |
| 15. Training in parliamentary usage----- | 3 |
| 16. Worthwhile friendships----- | 3 |
| 17. Training in fundamental processes----- | 3 |

The most generally approved objectives are embodied in the above chart. Roemer, Allen and Yarnell list the aims and

^a Adapted from L.V. Koos, Analysis of the General Literature of Extra-Curricular Activities, twenty-fifth yearbook, National Society for study of Education, Part II, 1926, p.11

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objectives for clubs as; development of altruistic and socialized school spirit, development of leadership and followership, and development of cooperation and initiative.

Harry C. McKown in his book "Extra-curricular Activities" lists the following six objectives for extra curricular activities. (1) to prepare the student for life in a democracy, (2) to make the student increasingly self-directive, (3) to teach cooperation, (4) to increase the interest of the student in the school, (5) to foster sentiments of law and order, and (6) to develop special abilities.

The objectives which were set up had a two fold purpose: first to develop those qualities which could be fostered by club membership and second to develop those special abilities which could be stimulated by this particular type of club, the dramatic club. The final outcome, based upon a list of objectives compiled by students at the Teachers college, Columbia University, N.Y., was as follows:

Table IV

List of Objectives

1. to obtain a command of fundamental processes

- a. acting
- b. enunciation and pronunciation
- c. make-up
- d. stage-crew

2. to develop a worthy use of leisure time

- a. appreciation of drama
- b. habit of participation in dramatics
- c. ability to present matters of interest in dramatic form

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2. to develop a worthy use of leisure time

- a. appreciation of drama
- b. habit of participation in dramatics
- c. ability to present matters of interest in dramatic form

3. to form desirable habits and attitudes

- a. active imagination
- b. escape from stereotyped ways of thinking
- c. self-control
- d. development of special talents
- e. development of grace, confidence and courtesy

4. to practice democratic principles of citizenship

- a. ability and willingness to accept responsibility
- b. practice in cooperation
- c. willingness to subordinate own interest to that of the group

It should be stressed that these objectives were the sponsor's and that the students later developed their own set of aims. The sponsor maintained general supervision over all activities of the club, but the ideas and interests of the students came first as it was their club. This did not mean that the sponsor relaxed his vigilance and let the members "assume complete control". Rather it meant that his duty increased, for while the students decided the aims and activities of the club, the sponsor, in as tactful a manner as possible, ascertained, that the proposed aims and activities were worthy.

The Time, Place, and Frequency of Club Meetings

The third problem was the time, place, and frequency of club meetings. If the school system includes an activity period, the problem of time is fairly easy. An activity period should be in every school schedule in which a club program is in effect. McKown backs up this idea of carrying the club during school time by saying, "If these activities are worth carrying in school they are worth carrying on school

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It is hard to say which period is best for the activity period. Some say the first period in the morning or afternoon as the students having recently come from a meal are less able to carry on strenuous mental work. If the last period is given for the club activity, many will feel that it is an excellent opportunity to be excused early. On the other hand if the work of the club runs over the regular class period the meeting could be continued.

No one can say which period of the day is most suitable for club work. We can, however, state that the giving of any school time for these activities at any period, will remove a heavy handicap to effective club-work--that of requiring the club to meet out of school hours.²

The place of the club meeting will be provided for if there is an activity period. Regardless of the time the meetings may be scheduled, they should be held at the school unless special permission is obtained for such activities as a field trip, or a visit to the local theater. If the meetings are held off the school premises, too many opportunities for criticism from outsiders are offered. Along this line Roemer, Allen, and Yarnell make the following statement: "The problems of discipline, of attendance, and of sponsoring in general are made more difficult the farther removed a club meeting is from the central authority."³ The room used for meetings should depend upon the size of the club and the types

¹ McKown, *Extra-Curricular Activities*, The Macmillan Company, N. Y., 1927, p. 99.

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Frequency of the meetings will depend upon local conditions. There is no specific rule by which all schools may abide. However, the rule given by Roemer, Allen, and Yarnell forms a good, general guide. "Meetings should occur often enough to maintain interest and to give members reasonable time to accomplish the goal stated as a purpose for which the club is organized."¹

It seems to be the consensus that most clubs hold weekly meetings, but meetings should be held at least bi-weekly, for little value can be obtained from a club which meets less frequently. "Since it is difficult to sustain interest over long intervals it will be desirable to have meetings at least once every two weeks, or preferably once a week."²

The Skowhegan school system provided for an activity period in the morning after home room attendance period. Previously this period had been used as a general extra study period. Occasionally student committees which were planning for dances would meet at this time, or less frequently there would be a student council meeting. On the whole the activity for this period consisted of students being forced to keep their noses in a book.

Having an already established activity period, settled the problem of time. Having the period the first thing in the

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morning was an advantage as the students were more responsive and alert than they would have been at a later time during the day. Myer in his "Handbook of Extra-Curricular Activities in the School" agrees with this attitude. "If the meetings take place during the regular school program then it seems that the best time would be in the early morning, when the minds of the pupils are fresh and active."¹

As the activities of the club progressed, rehearsals were held at night and only those members who were participating in that particular production attended.

These evening rehearsals were always held at the school with the exception of dress rehearsals. As the Skowhegan High School had no auditorium, the public stage productions were held in the large auditorium in one of the municipal buildings. For this reason, the final rehearsals were held away from the school. However, as many of the activities of the dramatic club included the production of one-act plays to be performed for the student assemblies, these rehearsals were held at the school. For these school rehearsals the spacious gymnasium was used, and for the assemblies a makeshift stage was constructed in the symnasium where all school gatherings were conducted.

The regular dramatic club meeting met in a classroom which was large enough to seat the members, but which left little room for the programs. As the room was the largest classroom in the building, the only other location would have been the gymnasium which was as much too large as my room was too small

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and which offered other complications such as setting up chairs and taking them down during club time. The attitude of the students, parents, and administrators concerning the location of these club meetings is interesting to note.

From the questionnaire which was submitted to them, it was found that the majority of students, all the parents, and all of the administrators favored devoting a special portion of the school day to extra-curricular activities.

Table V

Should Activities be Carried on During School Time?

The question and results are as follows:

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Do you believe that (1) a special portion of the school day should be devoted to such activities, or (2) that the student should participate in these activities on his own time? Why? (1 or 2)

Results:

| | Students | | Parents | | Administrators | |
|------------|----------|----|---------|---|----------------|---|
| | 1 | 2 | 1 | 2 | 1 | 2 |
| Number | 163 | 36 | 23 | 0 | 10 | 0 |
| Percentage | 82 | 18 | 100 | 0 | 100 | 0 |

In brief, ninety-four per cent of the three groups combined desired the activity carried on during school time.

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constitute part of a well-rounded education.

When the program was first outlined, the plan of holding meetings every three weeks seemed the most effectual. However, after the first meeting, the members not only expressed their desire, but also organized a program of activities which called for more frequent meetings, and a plan for bi-weekly gatherings was decided upon.

Finances

According to Harry C. McKown there are two general types of financial organization of extra-curricular activities on the basis of control--the decentralized in which each club handles its funds as it chooses and the centralized in which there is a central treasurer who handles all the money coming in from activities and the money paid out for activities.¹

The problem of raising money to finance the activities of the dramatic club was solved before the club was officially organized. The school had a general student activity fund into which all the money obtained from student functions was placed and from which money needed to carry on any student activities was taken. This dispensed with the necessity of requiring the dramatic club members to pay dues in order to carry on their projects. Nevertheless an opportunity was given the treasurer, the executive committee and others to understand and practice a system of financial accounting that would enable them to distinguish between sound and unsound methods of handling public funds. The dramatic club sponsored two public performances which involved monetary transactions both for expenditures

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and profits.

The principal had charge of the general student fund and the treasurer turned over to him any profits made from public dramatic exhibitions. In turn, the treasurer upon receipt of a signed request from the director of the dramatic club obtained money from the principal for necessary expenditures.

It is very important to have some means by which a careful check of the treasurer's books may be kept. The executive committee of the dramatic club checked the books once a month, and then the director gave the final approval before presenting the report to the principal. Giving the students an opportunity to practice a system of finances is worthwhile. Roemer, Allen and Yarnell agree:

The financial attitudes and habits which a student acquires in school are very apt to influence his adult practices. Hence it is part of the school's responsibility both to teach respect for financial accuracy and honesty by setting a good example and to afford opportunities to students for practice of good accounting methods, through participation in the general system adopted.¹

The treasurer was required to account for spending of the money which was taken from the general fund for club use, as well as to keep a detailed report of all money earned. No student member was allowed to buy necessary equipment or material for the club unless he had a slip signed both by the advisor and by the principal. The duplicate slips were then given to the treasurer for checking with the bills charged to the club.

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The ticket committee also handled a great deal of money. The chairman after having seen that the tickets were printed, distributed them evenly among his committee members who were responsible for distributing the tickets and collecting of the money. The chairman reported sales and returned tickets to the treasurer who kept accounts in the club books. At the public performances the chairman sold tickets and kept the stubs in order to check with the amount of money received.

The chairman of the advertising committee carried on business negotiations although he did not actually handle funds. The same was true of any committee chairman who bought supplies. As was previously mentioned, any committee who bought some article obtained a request slip signed by the advisor and the principal. The local stores which permitted students to obtain materials by presenting the slip sent the bill to the school club which had required the purchase.

The treasurer's books were audited by the executive committee and the adviser once a month. Many club members had an opportunity for assuming financial responsibility, an opportunity which may prove of value to them in later life.

Arousing Pupil Interest and Limitations

Another problem encountered when first initiating a system of clubs was that of interesting a majority of the student body to become members. "Not all the students will be interested enough to participate in the extra-curricular activities. However, the ideal should be to interest as many as

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Another problem occurred when first initiating a system of clubs was that of interesting a majority of the student body to become members. When all was said and done all interested students participated in the extra-curricular activities. However, the ideal would be to interest as many as

possible."¹

A few of the students expressed their desire for the dramatic club. Because of the interest these students were showing, a survey was made in the English classes of the number of students who would enjoy belonging to a dramatic group. The results were overwhelming. This was the real impetus for the founding of the club program.

After the approval of the administrators had been obtained and following the teachers' meeting at which many of the teachers decided to form clubs, the next step was the publicizing of the club idea in order to gain the interest of as many students as possible. The students should be willing to join. McKown feels that:

Club membership should be voluntary, for a compulsory membership defeats its own purpose. If the pupil is to join of his own accord, he must have ample opportunity for knowing about the various clubs to be offered, their material, relative values, and work.²

Slips giving the general purposes, suggested activities, and types of committees for the dramatic club were mimeographed and sent to the homerooms where interested students were asked to sign their name. Sixty per cent of the school expressed a desire to belong to a dramatic club. This gave added emphasis to statements by Riverda Harding Jordan:

No form of pupil activity has been more widespread and generally popular than the school entertainment.³

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...With entrance into the senior high school, the pupil assumes a new attitude toward his environment and this new point of view is nowhere more marked than in his desire for dramatic expression."¹

Sixty per cent of two hundred pupils was too large a group to enable one teacher to supervise them effectively and to allow opportunity for active participation. When two other teachers offered to supervise dramatic clubs, the groups were divided by classes. The seniors constituted the largest group with fifty members; the juniors were forty in number; while the sophomores were approximately thirty. "The pupils in the upper classes of the high school participate more extensively in the extra-curricular activities than do the pupils in the lower classes."² In the case of the dramatic club, this increased participation by the seniors might have been due to the fact that the seniors were responsible for the senior play and many of them who had no previous dramatic experience desired in their last year to have a part either active or passive.

Limitations

The interest shown in the dramatic clubs was greater than that in any other type of organization. However, since there was no limit to participation, some of the members belonged to several clubs. In each club these members tried to be the leaders, thus taking the opportunity away from their classmates.

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A few of these over-enthusiastic joiners actually regressed in their studies as a result of overparticipation.

Limitation of Number of Memberships Per Pupil

Several types of limitations might have been placed upon the students. "The simplest type of limitation is a rule which establishes a certain number as the maximum number of organizations to which a pupil may belong."¹ This may be taken care of by having all clubs scheduled to meet on the same day or on only two days. The latter would give the pupils a chance to belong to two different clubs.

Another means of limitation is to set certain scholarship standards, and allow only those who have attained a certain average to belong to clubs, or those who are passing in all of their courses. These last two indicate that certain students are barred from extra-curricular activities because of failure in their studies. This is a fault, in that these particular students are most likely to be the ones most needing social adjustment.

"Limitation" should be "concerned with the amount of participation rather than with absolute prohibition of participation".²

Another type of limitation is to decide the number of memberships to which pupils are entitled on the basis of a material awards, honor points, exhortation, school privileges,

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classification of organizations.

Limitation of Number of Pupils Per Club

A second aspect of the general problem of limiting pupil participation in extra-curricular activities pertains to the number of pupils appropriate to any one organization.

According to Paul W. Terry: "There is a general tendency not to restrict the number of pupils who may join the various organizations." He feels that this tendency is due to the very widespread desire of educational authorities to honor the democratic spirit of the organized social life of adolescent boys and girls.

However many necessary limitations arise. Most of these are based on room size, the available equipment, and the number which the sponsor can effectively care for. Then it may be necessary to stipulate certain requirements for entrance into the organizations.

Methods of Encouraging Pupils to Participate

Because of the great value of the training for citizenship principals and teachers should concern themselves with means of encouraging pupils to become members of a club. Many methods may be employed to create an interest in and a desire of belonging to some organization. Among these methods are: material awards, honor points, exhortation, school privileges, favorable school opinion and requirement.

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The most common method is the award of some material evidence of membership such as pins, monograms, badges, letters,

numerals, school credit, prizes, and certificates. Care must be taken to award these symbols of attainment not only to a few outstanding clubs, but also to those smaller less active clubs. Many schools use honor society points to encourage participation. Nevertheless, the span of the honor society, even when connected with extra-curricular activities, is limited to the comparatively small portion of the school enrollment which is able to render outstanding service. Another method used is to urge pupils by public and private exhortation to join a club. Teachers and other pupils set forth the advantages of club life and the necessity to join in order to maintain a proper school spirit. A few schools award certain privileges to club members. They may be allowed to work on some project during a study period, or perhaps they may be dismissed early from school for purposes of practice. Other schools try to focus favorable opinion upon successful participants by giving them special mention in the annual, on an honor roll, or on public occasions.. Last there is the required club rule in which every pupil is obliged to join at least one club. Many or all of these means of encouragement could be used to advantage in any extra-curricular program.

At Skowhegan a combination of three of the methods was used to create interest in the dramatic club. As previously mentioned the club was publicized by teachers and other pupils, and by passing out slips containing probable activities. Thus the method of exhortation was used. The school also permitted dramatic club committee members to hold meetings and to carry

numerous, school credit, prizes, and certificates. Care must be taken to award these symbols of attainment not only to a few outstanding clubs, but also to those smaller less active clubs. Many schools use honor society points to encourage participation. Nevertheless, the apex of the honor society, even when connected with extra-curricular activities, is limited to the comparatively small portion of the school enrollment which is able to render outstanding service. Another method used is to urge pupils by public and private exhortation to join a club. Teachers and other pupils set forth the advantages of club life and the necessity to join in order to maintain a proper school spirit. A few schools award certain privileges to club members. They may be allowed to work on some project during a study period, or perhaps they may be dismissed early from school for purposes of practice. Other schools try to focus favorable opinion upon successful participants by giving them special mention in the annual, or an honor roll, or on public occasions. Last there is the required club rule in which every pupil is obliged to join at least one club. Many or all of these means of encouragement could be used to advantage in any extra-curricular program. At Skowhegan a combination of three of the methods was used to create interest in the dramatic club. As previously mentioned the club was publicized by teachers and other pupils, and by passing out slips containing probable activities. Thus the method of exhortation was used. The school also permitted dramatic club committee members to hold meetings and to carry

out activities during their free study periods. They were also allowed to leave the school for purchasing materials, working on stage settings at the local theater, and for purposes of advertising. These privileges helped to give the members the feeling that the club activities were worthwhile. Favorable school opinion was given to the dramatic club and the students in the club. Group pictures of the club, its activities were placed in the school annual along with a page description of the club and its projects. Frequent newspaper articles were printed in the local newspapers telling about various dramatic club members and their projects. A record of extra-curricular participation was kept on the permanent record sheets in the office and a list of student activities was placed after the names of the seniors in the school year book. The members were proud to belong to the dramatic club and these awards did much to bring about this pride of participation in the club.

Using Individual Abilities

A club which does not offer an opportunity to every individual for participation is not fulfilling its obligation to the students, school and community. This thought should be kept in mind by both the advisor and the students when planning the program of activities.

Professor Alexander Inglis in his book "Principles of Secondary Education"¹ tells us that the individual pupil should

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be given opportune occasions to put into practice certain aims of secondary education. These aims should be incorporated as stated or unwritten objectives of every club, and they may well be acquired through participation in extra-curricular activities.

Table VI

Aims of Secondary Education

The key to any analysis of aims in education is to be found in an analysis of the activities of life in which people do or should engage. The aims of secondary education, therefore, as of any department of education, must be interpreted in terms of the activities in which individuals may be expected normally to participate. Three important groups of activities require the participation of the individual and establish three fundamental aims in secondary education. These aims are:

A. The preparation of the individual as a prospective citizen and cooperating member of society - the Social-Civic Aim.

B. The preparation of the individual as a prospective worker and producer - the Economical-Vocational Aim.

C. The preparation of the individual for those activities which, while primarily involving individual action, the utilization of leisure, and the development of personality, are of great importance to society - the Individualistic-Avocational Aim.

It must be recognized that these three aims are not mutually exclusive, but rather that they are in a high degree inter-related and interdependent. Taken together they constitute the Social Aim of secondary education in the broadest sense of the term. Every individual as a social unit is at the same time a citizen, a worker, and a relatively independent personality. The three phases of his life cannot be divorced, and in the secondary school preparation no one of those phases of life should be neglected.¹

¹ Harold D. Meyer and Clara B. Cole, University of North Carolina Extension Bulletin, The High School Society, The University of North Carolina Press, Chapel Hill, N. C., 1921, p. 10.

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The larger the number of club members the harder is the realization of the objective that every student take an active part in the club activities. In order to practice this goal of active participation in the dramatic club the 50 member group was divided into separate units of thirteen committees which made it possible for each person to have a definite responsibility and an active share in the workings of the organization as no group was composed of more than five pupils.

At the preliminary meeting of the dramatic club, a list of committees was given to each member. After the probable functions and possible activities of the various committees were explained, each member indicated his first, second, and third preferred choices. Assuming that the majority of them desired to act, acting was not listed as a committee. However, in order to have a definite idea of who would enjoy acting, the interested members were asked to check this activity.

The club membership was composed approximately of twenty senior boys and thirty senior girls. Their interests were varied, and an account of these interests were taken into consideration when the advisor selected the committees.

Some of the members were home economic students who were interested in clothes and furniture. The two committees, property and costume appealed to them. A couple of home economic students were interested in the make-up committee. Many of the commercial pupils signed for the ticket committee and the advertising committee. Boys in the manual arts department favored the stage crew, which took care of the

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settings, the lighting and electrician committee, and the sound effects committee. The classical students signed for different committees such as: selection of plays, casting, directing program and activity.

However, the selections were not all made on the basis of course categories.

The members were given a chance to add any committee in which they might be interested. But due either to a lack of imagination on their part or to foresight on the advisor's part, no new ones were added.

After the slips were passed in, the advisor, having all the students in classes and knowing their interests and abilities proceeded to assign them to committees. As there were thirteen committees representing wide interests no group included more than five pupils, the majority consisted of four, and a few were composed of three members. When these groups had been selected, the advisor elected one of the group to be the chairman. The choice was based on the previous cooperation and interest of the individuals, but a special attempt was made to select those students who had little or no previous recognition and yet who were worthy to occupy the office.

In the section "Organization", chapter IV, details will be given, telling how each committee not only carried out their duties for several school productions and public entertainments, but also presented a club program explaining and demonstrating the numerous functions of their particular group.

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The ability of the club as a whole to work together and to

accept responsibility for each production amazed the advisor. Each chairman and his committee members worked together as a unit, and each committee worked together to present several successful dramatic productions. The Social-Civic Aim was certainly realized.

With only a few exceptions each student accepted and executed individual duty and responsibility. The chairman of each committee prescribed a definite assignment to everyone in his group. In order to produce any type of entertainment it is necessary that each individual do his share. Thus the members were practicing the traits which they would later use as workers and producers, unaware that to a certain degree they were meeting the Economic-Vocational Aim.

By allowing each member to have a specific responsibility which involved individual action, the utilization of leisure and the development of personality; the Individualistic-Avocational Aim was achieved.

Proper Balance Between Club and Curriculum

From a study by Galen Jones of two hundred and sixty-nine secondary schools, it was found that the status of dramatics when first introduced was chiefly extra-curricular.

"Forty, or sixteen per cent, of the schools made dramatics an integral part of the English program from the start, either as part of the regular English requirement, or as a special elective offering on regular schedule and for credit."¹ Two

¹ Galen Jones, Extra-Curricular Activities in Relation to the Curriculum, Bureau of Publication, Teachers College, Columbia University, New York City, 1935, p. 23.

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I Helen Jones, Extra-Curricular Activities in Relation to the Curriculum, Bureau of Education, Teachers College, Columbia University, New York City, 1935, p. 83.

hundred and eleven schools, or eighty-four per cent, regarded dramatics as an activity to be maintained outside the regular curriculum.

Table VII

Status of Dramatics at the Time of Its
Introduction into 269 High Schools^a

| Number | | Percentage | |
|------------|------------------|------------|------------------|
| Curricular | Extra-Curricular | Curricular | Extra-Curricular |
| 40 | 211 | 16.0 | 84.0 |

Continuing further in the study Galen Jones discovered that in dramatics seventy-three schools, or thirty-four per cent, changed from an extra-curricular to a curricular status and that in none of the two hundred and sixty-nine was this activity discontinued.

Table VIII

Number and Percentage of 269 Schools in which Dramatics
Changed Status and Number Discontinuing Dramatics^b

| Changed from Extra-Curricular to Curricular Status | | Number Discontinued |
|---|------------|---------------------|
| Number | Percentage | |
| 73 | 34.6 | 0 |

In 1933-34 in schools having fewer than fifteen hundred students, forty-one and five-tenths per cent of them administered dramatics as a curricular activity; while fifty-eight and

^a Ibid, p. 24.

^b Ibid, p. 26.

five tenths per cent still administered it as an extra-curricular activity. In schools which had an enrollment of fifteen hundred pupils or more fifty-one and one tenth per cent of them classified dramatics as curricular and forty-eight and nine tenths of them listed this activity as extra-curricular.

A bigger percentage of the larger schools tended to regard dramatics as curricular; and the trend as a whole seemed to be changing in the direction of the curricular, the increase being from sixteen per cent to forty-five per cent.

Table IX

Percentages of 269 Secondary Schools in 1933-34 Administering Dramatics as Curricular and Extra-Curricular^a

| Size of School | | | | | |
|------------------|------|---------------|------|-------------|------|
| Fewer than 1,500 | | 1,500 or more | | All schools | |
| * C | E | C | E | C | E |
| 41.5 | 58.5 | 51.1 | 48.9 | 45.0 | 55.0 |

In conclusion Galen Jones predicts a steady increase in the number of schools offering dramatics as a regular subject, but believes that most schools will also continue dramatic clubs for pupils not concerned with the credit.

While the inclusion of dramatics in the curriculum offers an opportunity for serious study, these

"drama classes must of necessity be restricted in size and composition by administrative conditions - they can hardly be thrown open to election by all students, and if they were, by no means all students will find such election

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Table IX

Percentages of 289 Secondary Schools in 1933-34 Administering Dramatics as Curricular and Extra-Curricular^a

| Size of School | | | |
|----------------|------|------------------|------|
| 1,500 or more | | Fewer than 1,500 | |
| C | E | C | E |
| 51.1 | 48.9 | 58.5 | 41.5 |
| All schools | | | |
| C | E | | |
| 45.0 | 55.0 | | |

In conclusion Helen Jones predicts a steady increase in the number of schools offering dramatics as a regular subject, but believes that most schools will also continue dramatic clubs for pupils not concerned with the credit. While the inclusion of dramatics in the curriculum offers an opportunity for serious study, these "drama classes must of necessity be restricted in size and composition by administrative conditions - they can hardly be thrown open to election by all students, and if they were, by no means all students will find such election

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possible; and they rob the work of a large element of spontaneity."¹

The writer of this paper is most interested in dramatics as a club and in this particular section, in the proper balance between the drama club and the curriculum. Most authorities seem to feel that the extra-curricular activities should be an outgrowth of the curricular.

"The curricular life of the school should be the abundant source from which streams of extra-curricular activities burst forth."²

Clubs in general should be the means of enriching the curriculum. Activities for which there is little time in the regular classroom may be carried out in these club meetings. Some people have tried to draw a sharp line between education through the curriculum and education through extra-curricular activities. That there is little justification in this attitude is expressed by Myer and Cole in the following statement

When the extra-curricular activities are properly organized, directed, and supervised they should form a most constructive instrument of educational advancement. All of them may be properly correlated and are closely related to all phases of the general curriculum. To consider them as a necessary evil is but to lose opportunity for proper and wholesome functioning of the curriculum.³

¹ Jordan, op.cit., p. 41.

² Elbert K. Fretwell, Extra-Curricular Activities in Secondary Schools. Houghton Mifflin Company, Boston, Mass., 1931, p. 13.

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Elbert K. Fretwell¹ feels that not only should the extra-curricular program grow out of the curriculum, but also they should return to the curricular activities to enrich them.

At Skowhegan Senior High School the students wanted a dramatic club--a desire which may very well have been prompted from the study in their English classes of modern American and British playwrights. If pupils can visualize what they read in any subject, they have taken the first step in dramatics. If the students then desire to do more in dramatics, to read more plays, to act in more plays, to write more plays; then these natural desires may be further developed in a dramatic club.

"Probably there is no one extra-curricular activity--that can more naturally grow out of curricular activity than the dramatic club."²

As a large majority of the Skowhegan high school students wished to explore the fields of drama much more extensively than could be accomplished in the classroom, the three dramatic clubs were formed to furnish them with an opportunity to study and to participate in the production of actual dramatic activities.

¹ Fretwell, op.cit., p. 15.

² National Society for the Study of Education, op.cit., p. 170.

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CHAPTER IV

Organization

Preliminary Meeting

After meeting and overcoming the problems, the club was ready for the preliminary meeting. The students appointed a temporary chairman for the first meeting, at which time the chairman and committee members were to be announced. Every member of the total fifty was to be a member of a committee which had been as far as possible his first choice. A general discussion of the club, its activities, aims and programs took place and the sponsor carefully noted the ideas.

First Meeting

A week later the first regular meeting of the club was held. As was previously arranged, the temporary chairman, after consulting with the sponsor, presided. After calling the meeting to order, he asked for nominations for the four regular officers. The members nominated as many candidates as they wished for President, Vice-President, Secretary and Treasurer. Each individual wrote his choice for each of the four offices from the list of nominations on the board. The votes were then counted by the sponsor so that the executive

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committee, which was to formulate the constitution, could be elected - the President and Secretary automatically being part of the executive council or committee. When the officers had been announced, the members nominated and elected two people besides the President and Secretary to form the executive committee whose duty was to write the constitution by the second regular meeting at which time it was to be approved by the entire club. The club gave ideas or suggestions which might be incorporated in the constitution and the Secretary listed these suggestions.

The committee chairman and members were announced by the temporary chairman based on the choices made by the members.

"If there is to be growth, the pupil must have freedom to choose."¹ Because the chairman of the committees had been chosen by the sponsor who had attempted to select those people who had received little previous recognition but who were worthy to assume positions of leadership, there was little conflict between those holding office and those elected as committee chairman.

Each committee was asked to meet with the sponsor before the next regular meeting in order to discuss plans, and a schedule of meetings to be held during activity periods was made. The activity committee and the executive council were asked to have respectively a list of proposed club programs and activities and a constitution by the next meeting. Fretwell

¹ Fretwell, op.cit., p. 266.

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tells us that this is necessary.

"A club needs to have some definite aims and a plan of work in the beginning."¹

Following the announcement of the various committees, the names of the club was discussed. The members finally decided to call the club exactly what it was "The Skowhegan Senior Dramatic Club." Myer and Cole feel that a practical name is best.

"There is a tendency to get away from such names as Philocosmian, Demosthenian, and Astrokektan and to substitute something closely related to the type of work and interest."² After listening to proposed activities of the students the sponsor realized that bi-weekly meetings were necessary and that eventually weekly meetings might be justified. However, fearing that weekly meetings might detract from the interest of the group, the members voted to hold the regular meeting every two weeks.

Work Done Between First and Second Meeting

The first constitution to meet with the advisor was the executive committee which formulated a constitution based on two model constitutions taken from "University Bulletin on Public Discussion and Debate", Extension Series No. 22 and from "The High School Quarterly", the official organ of the Southern Commission on Accredited Schools. The members of the club

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² Myer and Cole, op.cit., p. 21.

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"The success of any society depends largely on the form, methods, and extent of organization."¹

The proposed constitution was as follows:

Table X

Constitution of the Skowhegan Senior Dramatic Club

Constitution

Article I

Name

Section 1. The name of the society shall be "The Skowhegan Senior Dramatic Club".

Article II

Membership

Section 1. Any senior student in Skowhegan Senior High School may become a member of this society.

Section 2. Any member absent from three meetings without sufficient excuse will be dropped. Any misconduct or failure of duty means expulsion of the members.

Section 3. There shall be no initiation or club emblems.

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Article III

Government

Section 1. The government of this society shall be placed in a President, a Vice-President, a Secretary, a Treasurer and an Executive Committee which shall be composed of the President, the Secretary and two club members.

Section 2. These officers shall be nominated by the club members and elected by ballot, a majority of the votes cast electing. They shall hold office for the entire year.

In all cases of final appeal a majority vote of the members present shall control.

Section 3. The activities of the club shall be carried out by the control of committees: selection, casting, directing, advertising, ticket, properties, make-up, costume, stage crew, electrical sound effects, activity, and program.

Article IV

Duties of the Governing Officers

President

Section 1. The duty of the president shall be to preside at all meetings of the society and to be a member of the executive committee.

Vice President

Section 2. The duty of the Vice-President shall be to perform all the duties of the President in his absence. He also is to check on the preparation of all committee programs.

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Section 2. The duty of the Vice-President shall be to perform all the duties of the President in his absence. He also is to check on the preparation of all committee programs.

Secretary

Section 3. The duty of the secretary shall be to keep a record of the attendance, to write the minutes of the meeting, reading them at the following meeting, and to carry on all club correspondence.

Treasurer

Section 4. The duty of the treasurer is to keep an account of all money earned by the club and all money expended by the club for which he will receive receipts. He will obtain money from the principal who has charge of the account fund after writing a request blank which has been signed by the sponsor. The treasurer shall also file the duplicates of member all student request slips and check them with the bills charged to the club. An account must be kept of the ticket chairman's report on the sales of and the returned tickets.

Executive Committee

Section 5. The duty of the executive committee shall be to write the constitution, to audit the treasurer's books once a month, and to note the names and offenses of all members neglecting their duties or behaving improperly and after obtaining the approvals of the sponsor to give the names to the secretary who will write the dismissal notes for the offensive members.

Article V

Duties of the Committees

Selection Committee

Section 1. It shall be the duty of this committee to select

Secretary

Section 3. The duty of the secretary shall be to keep a record of the attendance, to write the minutes of the meeting, reading them at the following meeting, and to carry on all club correspondence.

Treasurer

Section 4. The duty of the treasurer is to keep an account of all money earned by the club and all money expended by the club for which he will receive receipts. He will obtain money from the principal who has charge of the account fund after writing a request blank which has been aimed by the sponsor. The treasurer shall also file the duplicates of member all student request slips and check them with the bills charged to the club. An account must be kept of the ticket chairman's report on the sales of and the returned tickets.

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Article V

Duties of the Committees

Selection Committee

Section 1. It shall be the duty of this committee to select

from catalogues several plays for each dramatic production. After the secretary has ordered these plays it shall be the responsibility of the committee to read the plays and make the final selection under the supervision of the advisor.

Casting committee

Section 2. This committee with the aid of the sponsor shall conduct try-outs and make the final selection of characters for the plays.

Directing committee

Section 3. Each member of the directing committee may produce as many one-act plays as he feels capable of and willing to direct for assembly programs or for any special activities which may arise. This committee shall also furnish the assistant director and prompters for any large public production which the sponsor produces.

Advertising committee

Section 4. This committee shall have complete charge of advertising for all presentations. This shall include newspaper write-ups, poster printing and arrangements for pre-skits presentations. The advertising committee from time to time shall write for the newspapers an account of club activities. They shall also have charge of the year book write-up for the dramatic club.

Ticket Committee

Section 5. The ticket committee shall be responsible for the printing, distribution sale, and accounting of tickets for all public dramatic productions.

from catagories several plays for each dramatic production. After the secretary has ordered these plays it shall be the responsibility of the committee to read the plays and make the final selection under the supervision of the advisor.

Costing committee

Section 2. This committee with the aid of the sponsor shall conduct try-outs and make the final selection of characters for the plays.

Directing committee

Section 3. Each member of the directing committee may produce as many one-act plays as he feels capable of and willing to direct for assembly programs or for any special activities which may arise. This committee shall also furnish the assistant director and prompters for any large public production which the sponsor produces.

Advertising committee

Section 4. This committee shall have complete charge of advertising for all presentations. This shall include newspaper write-ups, poster printing and arrangements for pre-shift presentations. The advertising committee from time to time shall write for the newspapers an account of club activities. They shall also have charge of the year book write-up for the dramatic club.

Ticket Committee

Section 5. The ticket committee shall be responsible for the printing, distribution sale, and accounting of tickets for all public dramatic productions.

Property committee and for presenting ideas for club

Section 6. It shall be the duty of this committee to obtain, take care of and return all properties for any activity sponsored by the club. They shall arrange, prepare, and be

Make-up committee the printing and distribution of all programs.

Section 7. The make-up committee shall have charge of ordering and having a complete stock of make-up supplies. They shall also be responsible for the make-up of all characters at dress rehearsals and performances. It not form a separate committee,

Costume committee used of volunteers for each production.

Section 8. This committee shall take charge of the costume room. They shall obtain any necessary costumes, being responsible for their care and return. From time to time they shall make the costumes as needed.

Stage crew

Section 9. The stage crew shall be responsible for preparing the scenery and stage settings for any club presentation. They also shall appoint one member to take care of the curtain.

Electrical committee agent of the program for the character

Section 10. The electrician committee shall have complete charge of wiring and lighting.

Sound effects committee

Section 11. This committee shall take care of all sound effect equipment and shall be responsible for producing necessary sound effects.

Activity committee

Section 12. The activity committee shall be responsible for all

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Sound effects committee

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Section 10. The electrical committee shall have complete

Electrical committee

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Make-up committee

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Section 6. It shall be the duty of this committee to obtain

Property committee

club meeting programs and for presenting ideas for club activities as needed.

Program committee

Section 13. This committee shall arrange, prepare, and be responsible for the printing and distribution of all programs. They shall also arrange for any special entertainment between the acts such as music.

Ushers

Section 14. The ushers shall not form a separate committee, but shall be composed of volunteers for each production.

Article VI

Order of Club Meetings

Section 1. The regular order of the club meetings shall be conducted in the following order.

1. Roll Call
2. Secretary's Report
3. Treasurer's Report
4. Committee Reports (as necessary)
 - a. Announcement of the program for the next two meetings.
5. Discussion of old and new business
6. Program

Article VII

Section 1. This constitution may be amended at a regular meeting by the vote of 2/3 of members present; provided that notice of amendment be read at previous meeting.

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Article VIII

Sponsor Objectives

Section 1. To obtain a command of fundamental processes

- a. acting
- b. enunciation and pronunciation
- c. make-up
- d. stage-crew

Section 2. To develop a worthy use of leisure time

- a. appreciation of drama
- b. habit of participation in dramatics
- c. ability to present matters of interest in dramatic form

Section 3. To form desirable habits and attitudes

- a. active imagination
- b. escape from stereotyped ways of thinking
- c. self-control
- d. development of special talents
- e. development of grace, confidence and courtesy

Section 4. To practice democratic principles of citizenship

- a. ability and willingness to accept responsibility
- b. practice in cooperation
- c. willingness to subordinate own interest to that of the group

Article IX

Student Aims

Section 1. To give each member an opportunity to participate in presenting dramatic productions.

Section 2. To be responsible for the senior play

Section 3. To produce one-act plays and skits for school assemblies and for any group which may desire entertainment

Section 4. To produce a one-act play to be held in competition with the Sophomore and Junior dramatic clubs.

Section 5. To sponsor the dramatic reading contest.

Section 6. To become better acquainted with the principles of good acting and speaking.

Section 7. To work with each other as a unit and to accept responsibility.

Programs for club

The activity committee was the next group to meet with the sponsor. Thirty weeks remaining in the school year, meant that there would be fifteen club meetings. This committee decided that it would be an excellent idea if each of the thirteen committees should be responsible for a club program dealing with the functions of that particular group. In this way each of the members would be given an opportunity to participate in the club meetings.

After a list of the dates of the meetings was made, a definite committee was named to have charge of the club program for each meeting and a few suggested activities were given. As the next meeting was for the purpose of adopting the constitution and listening to the plans for club programs and activities, that would leave fourteen meetings. It was decided that the last meeting would be used to evaluate activities and to pass on the criticisms and recommendations to the next year's senior dramatic group, and that refreshments would be

- Section 3. To produce one-act plays and skits for school assemblies and for any group which may desire entertainment.
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served. Myer and Cole also feel that the program committee is essential.

Perhaps the most important phase of society activity is the work of the program committee. The society must have a worthwhile program and it is no easy matter to make one; it requires much thought and study on the part of the program committee and for this reason much depends upon a wise choice.¹

In reality there were to be far more than sixteen total meetings, for in order to carry out the club activities all the groups met during various activity periods to rehearse, to direct, to make scenery, to wire the stage, to clean and regiment the wardrobe closets, to work for various affects with make-up, to write skits, to prepare newspaper and poster advertisements, to work out lighting and sound effects, to plan the written programs for the public productions and in general to prepare for all the dramatic presentations.

In letting each committee be responsible for one program, the activity committee felt that the members of each committee would be interested in its subject as they had elected to belong to that particular group.

"All of us like to talk about things in which we are interested, and so does the pupil. Here, then, will be the starting point in the business of program making."²

The following is a year's plan of dramatic programs for the club.

¹ Ibid, p. 21.

² McKown, School Clubs, p. 72.

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Table XI

A Year's Program

First Meeting - Election of officers and executive committee.
General discussions of aims and activities.
Announcement of chairmen and committees

Second Meeting- Presenting constitution and voting upon it.
Announcement of projects and club programs.

Third Meeting - In charge of the Selection Committee

Suggestions

Tell about the basis of selecting plays
Give examples of choosing plays for special occasions, head a list of approved dramas, telling about some of them and giving reasons for their high standard.

Fourth Meeting- In charge of the Casting Committee

Suggestions

Different types of try-outs
Demonstration of try-outs
Factors involved in choosing a cast for a play

Fifth Meeting - In charge of the Directing Committee

Suggestions

Tell about the trials and tribulations of a director
Describe stage groupings and movements
Demonstrate the above
Hold a mock rehearsal

Sixth Meeting - In charge of the Advertising Committee

Suggestions

Describe the process of writing and printing materials
Tell about newspaper, posters, cards, handbills, radio, assemblies and home room methods of advertising
Present a brief skit for radio or assembly

Seventh Meeting-In charge of the Ticket Committee

1. Year's Program

First meeting - Election of officers and executive committee.
General discussion of the two activities.
Announcement of chairman and committee members.

Second meeting - Presentation of constitution and by-laws.
Announcement of projects and other programs.

Third meeting - In charge of the Selection Committee.

Suggestions

Tell about the basis of selecting plays.
Give examples of choosing plays for special occasions, read a list of approved dramas.
Solicit about some of them and their resources for their own standards.

Fourth meeting - In charge of the Reading Committee.

Suggestions

Different types of typewriters.
Demonstration of typewriting.
Factors involved in choosing a cast for a play.

Fifth meeting - In charge of the Director Committee.

Suggestions

Tell about the trials and tribulations of a director.
Describe some problems and solutions.
Demonstrate the above.
Hold a mock rehearsal.

Sixth meeting - In charge of the Advancing Committee.

Suggestions

Describe the process of writing and producing a play.
Read short newspaper, posters, cards, handbills.
Radio, assemblies and home room methods of advertising.
Present a play script for radio or assembly.

Seventh meeting - In charge of the Public Committee.

Suggestions

Describe how the business end of the play
is carried out
Tell about printing, distributing and
selling tickets

Eighth Meeting - In charge of the Property Committee

Suggestions

Give a history of the development of stage
properties
Make and show models
Tell of the importance of the correct
properties

Ninth Meeting - In charge of the Make-up Committee

Suggestions

Tell of the purposes of make-up
Tell of the materials
Tell of the methods
Demonstrations

Tenth Meeting - In charge of the Costume Committee

Suggestions

Tell about renting costumes
Tell about designing for models or actual
performances
Demonstrate models with period costumes
Relate the basis of selection for types
of costumes
Research work

Eleventh Meeting - In charge of the Stage Crew

Suggestions

Tell about making scenery
Explain terms used
Demonstrate how the scenery is set up
Show small models of settings for different
plays

Twelfth Meeting - In charge of the Electrical Committee

Suggestions

Explain the function of lights

| | | |
|--|--|-----------------------------|
| <p>Suggestions</p> <p>Describe how the business end of the play is carried out</p> <p>Tell about printing, distributing and selling tickets</p> | | <p>Ninth Meeting -</p> |
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| <p>Suggestions</p> <p>Tell of the purposes of make-up</p> <p>Tell of the materials</p> <p>Tell of the methods</p> <p>Demonstrations</p> | | <p>Eleventh Meeting -</p> |
| <p>Suggestions</p> <p>Tell about setting costumes</p> <p>Tell about designing for models or actual performances</p> <p>Demonstrate models with period costumes</p> <p>Relate the basis of selection for types of costumes</p> <p>Research work</p> | | <p>Twelfth Meeting -</p> |
| <p>Suggestions</p> <p>Tell about making scenery</p> <p>Explain terms used</p> <p>Demonstrate how the scenery is set up</p> <p>Show small models of settings for different plays</p> | | <p>Thirteenth Meeting -</p> |
| <p>Suggestions</p> <p>Explain the function of lights</p> | | <p>Fourteenth Meeting -</p> |

Tell how to produce the light for a full moon, in a fireplace, for bright sun, and for shadows.

Demonstrate the switch box and the various lights such as footlights

Thirteenth Meeting - In charge of the Sound Effects Committee

Suggestions

Demonstrations of various types of sounds such as thunder, lightning, rain and snow, train whistle, car starting, and telephone ring.

Fourteenth Meeting - In charge of the Activity and Project Committee

Suggestions

Explain reasons for planning the activities and programs as they were carried out for the year

Produce a skit

Fifteenth Meeting - In charge of the Program Committee

Suggestions

Demonstrate a printed program

Tell about arranging, printing and distributing the programs

Incidental music

Sixteenth Meeting - Evaluation of year's work
Social or picnic

The dramatic club held two extra meetings at which time movies were shown. One of the movies was about the life and works of William Shakespeare, and the other movie was a presentation for schools of Charles Dickens' "Christmas Carol". It was interesting to hear the appraisals of the members on the acting, voice qualities, and presentation of the actors in the two movies. Their comments showed that they had gained from the dramatic club an awareness of the qualities for good acting

43

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and presentation. ~~They were self-presented.~~

The programs for the regular club meeting were very well presented. Everyone of the fifty members had one opportunity to have an active part in the meetings. Some who were in skits appeared two or three times. The students felt that the club meetings were both interesting and worthwhile.

Activities

The main production sponsored by the dramatic club was the senior play. This was the largest public presentation. Later the club presented a one-act play in competition with the Junior and Sophomore dramatic clubs. This was the second and last public performance. Myer and Cole express the idea that public entertainment is important

From time to time the society should give public performances. This will be a powerful instrument for interest and will develop a pride in the society. Public interest is needed too, and when the public sees and knows the type of work the society is doing, public support is easier to obtain. There should be at least two performances.¹

Jordan feels that while public performances are worthwhile they should be limited.

In general, there seems to be agreement that the number should be limited. There is so much opportunity for informal and incidental appearance of pupils in assembly programs and club programs...that two formally presented plays a year would seem to be sufficient.²

After each of these two productions, the entire dramatics club held a social. This seemed a suitable award, for every one of the committees had functioned so smoothly and cooperated so

¹ Myer and Cole, op.cit., p. 22.

² Jordan, op.cit., p. 42.

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¹ Myer and Cole, op.cit., p. 22.
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well that both plays were well-presented.

"It is well worthwhile to encourage the social side of the society and from time to time to have parties. One needs encouragement along this line in constructive and wholesome ways."¹

Also carried out as part of the club's activities were two one-act plays which were presented at assemblies and were directed by student members. Several skits were produced by the student directors both for the dramatic club and for women's clubs and church groups in the community. The club sponsored the Dramatic Reading Contest which was open to the entire school. In the state one-act play contest, the club presented the same play which it had given before the public at the inter-class contest.

As may be seen the activities were numerous, and yet because of the efficiency of the committees a minimum amount of time and effort was spent on them.

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As may be seen the activities were numerous, and yet
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CHAPTER V

Results of Questionnaire

A questionnaire was presented to all the pupils in the school, to some of the parents and to some of the administrators for their evaluation of extra-curricular activities. From the students one hundred and ninety-nine papers were passed in; from the parents twenty-three were received; and from the administrators ten questionnaires were answered.

The questionnaire which was given to them was as follows:

Table XII

(SCHOOL ADMINISTRATOR) (PARENT) (STUDENT)

THIS QUESTIONNAIRE IS BEING SUBMITTED TO YOU IN ORDER TO MAKE AN EVALUATION OF STUDENT, PARENT, AND COMMUNITY REACTION TO HIGH SCHOOL EXTRA-CURRICULAR ACTIVITIES. YOUR COOPERATION IN GIVING CAREFUL ANSWERS TO THE FOLLOWING QUESTIONS WILL BE APPRECIATED.

- I Do you believe that extra-curricular programs, such as athletics, hobby clubs, debating, dramatics, and other group activities aid the high school student in preparing for participation in democratic community life?

----- (Yes or No)

If Yes, Why, and which particular activities?

If No, why not?

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I Do you believe that extra-curricular programs, such as athletics, hobby clubs, debating, dramatics, and other group activities aid the high school student in preparing for participation in democratic community life?

----- (Yes or No)

If Yes, Why, and which particular activities?
If No, why not?

II Do you believe that (1) a special portion of the school day should be devoted to such activities, or (2) that the student should participate in these activities on his own time? _____ (1 or 2)

Why? _____

III Please list the following activities in what you consider to be their order of importance, giving reasons for your first and second choices: athletics, dramatics, public speaking and debating, hobby clubs, band, and chorus. List any other activities that you consider to be of value to the student.

1. _____ Reason _____

2. _____ Reason _____

3. _____

4. _____

5. _____

IV Have you ever belonged to a group participating in dramatics, debating, or public speaking? _____ (Yes or No)
What particular benefits, if any, do you think that the High School student may be able to derive from these particular activities? _____

To the first question "Do you believe that extra-curricular programs, such as athletics, hobby clubs, debating, dramatics, and other group activities aid the high school student in preparing for participation in democratic community life?" everyone answered, "Yes".

II Do you believe that (1) a special portion of the school day should be devoted to such activities, or (2) that the student should participate in these activities on his own time? _____ (1 or 2)

Why? _____

III Please list the following activities in what you consider to be their order of importance, giving reasons for your first and second choices: athletics, dramatics, public speaking and debating, hobby clubs, band, and chorus. List any other activities that you consider to be of value to the student.

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2. _____ Reason _____

3. _____

4. _____

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What particular benefits, if any, do you think that the High School student may be able to derive from these particular activities? _____

To the first question "Do you believe that extra-curricular

projects, such as athletics, hobby clubs, debating, dramatics,

and other group activities aid the high school student in

preparing for participation in democratic community life?"

everyone answered, "Yes".

the average third choice, Table XIII clubs placed fourth, and
Students activities was 11 Parents Administrators

199 Please list the following activities in what you consider

Two activities quoted most: 1 - athletics
and second choices: 2 - dramatics

Reasons: 1 - cooperation, and group work.
leadership and followship control

- 2 - expression of ideas
ability to work together
sociability
self-confidence

To the second question ninety-four per cent of the three
groups chose number 1.

"Do you believe that (1) a special portion of the school
day should be devoted to such activities, or (2) that the
student should participate in these activities on his own time?

Table XIV

| Students | Parents | Administrators |
|----------|---------|----------------|
| 1 2 | 1 2 | 1 2 |
| 163 36 | 23 0 | 10 0 |

Reasons: 1 - more students would participate
2 - gives an opportunity for all to join
3 - more school backing
4 - such activities constitute part of a well-rounded
education

The answers to the third request again placed athletics
first and dramatics second. Public Speaking and Debating was

the average third choice, while hobby clubs placed fourth, and musical activities was fifth.

"Please list the following activities in what you consider to be their order of importance, giving reasons for your first and second choices: athletics, dramatics, public speaking and debating, hobby clubs, band, and chorus."

Table XV

- 1 - athletics
- 2 - dramatics
- 3 - public speaking and debating
- 4 - hobby clubs
- 5 - music

Reasons: 1 - health
 fair play
 cooperation
 control
 financial aid to school
 2 - poise
 good expression of ideas
 interest majority of students
 democratic

In the fourth question note the greater percentage of pupils today who have belonged to clubs than the adults.

"Have you ever belonged to a group participating in dramatics, debating, or public speaking?"

Table XVI

| | Students | Parents | Administrators |
|------------------|----------|---------|----------------|
| Number answering | | | |
| Yes | 195 | 3 | 6 |
| Percentage | 98 | 13 | 60 |

"What particular benefits, if any, do you think that the high school student may be able to derive from these particular activities?"

Reasons: leadership ability

poise

clear thinking

self-assurance

worthy use of leisure time

attraction for more students to remain in school

development of personality

establishment of good vocal qualities

1 - The common interest may grow out of any one of three possible sources:

a. Grow out of the curriculum: The common interest may

be of such a nature that this particular group

desires to follow it beyond the bounds of the

curriculum as the curriculum now exists. Whether

possible the club should grow out of the curriculum

depending on the nature of the activity to be carried on.

1 Protzell, op.cit., p. 60.

Table XVI

| Number answering | Students | Parents | Administrators |
|------------------|----------|---------|----------------|
| Yes | 195 | 3 | 6 |
| Percentage | 98 | 13 | 80 |

"What particular benefits, if any, do you think that the high school student may be able to derive from these particular activities?"

Reasons: leadership ability

poise

clear thinking

self-assurance

worthy use of leisure time

attraction for more students to remain in school

development of personality

establishment of good vocal qualities

CHAPTER VI

Conclusion

In order to give a partial evaluation of the dramatic club a list of ten tests for school clubs is presented. This list is given by Elbert K. Fretwell

Table XVII

10 Tests for a School Club¹

Ten tentative tests are proposed as one means of thinking through the activities of a school club.

1 - Common interest: The club is composed of a group of pupils of about the same level of achievement in respect to the activity of the club, who voluntarily join the club because of a common interest in the activity to be carried on.

2 - The common interest may grow out of any one of three possible sources:

- a. Grow out of the curriculum: The common interest may be of such a nature that this particular group desire to follow it beyond the bounds of the curriculum as the curriculum now exists. Wherever possible the club should grow out of the curriculum. Classroom teaching that enables pupils to discover

¹ Fretwell, op.cit., p. 90.

In order to give a partial evaluation of the present club
a list of ten tests for school clubs is presented. This list
is given by Herbert A. Freese.

TABLE XVII

Tests for a School Club

ten tentative tests are proposed as one means of determining
whether the activities of a school club
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possible sources:

a. Grow out of the situation: The common interest may
grow out of such a nature that the particular group
desires to follow it beyond the bounds of the
curriculum as the curriculum now exists. However,
possibly the club should grow out of the curriculum.
Classroom teaching that enables pupils to discover

worthwhile interests is a real basis of club activity.

- b. Exploration and experiment: The club may explore a promising field of activity that has not yet become a part of the curriculum. In this field the teacher sponsor and the pupils may experiment with materials profitable to the pupils here and now, and which, after necessary try-outs, may become a part of the accepted curriculum.

c. Permanently outside the curriculum:

The club may be based on a common interest of pupils that is and probably will remain outside of the curriculum. The curriculum should be founded on pupil interests, but the curriculum does not necessarily include all the pupils' worthwhile interests.

The taught and tested curriculum of the school does not, never has, and probably never will include all of the worthy interests that pupils have and that can make for worthwhile knowledge, skills, and appreciation, and for intelligent use of leisure time now and in later living.

- 3 - Size of the club: The club is large enough to provide a situation whereby there is group stimulus, and yet the club is small enough to necessitate constant, continuing participation by the members either as individuals or as members of small groups within the larger group.

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The taught and tested curriculum of the school does not, never has, and probably never will include all of the worthy interests that pupils have and that can make for worthwhile knowledge, skills, and appreciation, and for intelligent use of leisure time now and in later living.

3 - Size of the club: The club is large enough to provide a situation whereby there is group stimulus, and yet the club is small enough to necessitate constant, continuing participation by the members either as individuals or as members of small groups within the larger group.

4 - Active participation: This voluntary group is composed of pupils of about the same ability in respect to the activity of the club who are actively finding out what to do, planning how to do it, and doing it. Non-participation automatically eliminates a member from the group. The club is for workers. Intelligent followership is recognized; leadership is adequately distributed and responsibility willingly and effectively assumed.

The comparatively passive listener may receive some benefit or even "catch" an active interest by belonging to the club. However, since it is impossible to belong to many clubs at the same time, the pupil probably is achieving most in exploring both his own capacities and major fields of possible activity and in developing his knowledge, skills, and appreciations by belonging to a club in which he has a definite, active interest.

5 - A stepping-up program: The club program provides for successive steps in achievement with appropriate recognition at each step. This plan of motivation requires that the members' attention-span be taken into consideration, and consequently that the "steps", especially the first and second ones, shall be large enough to challenge the individual, but not so great as to discourage him.

All pupils will not advance in the successive steps; some pupils will find worthwhile, satisfying activity in a lateral spread of the leading-on interest. However, the club should expect most members to proceed in successive, advancing steps in

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All pupils will not advance in the successive steps; some pupils will find worthwhile, satisfying activity in a lateral spread of the leading-on interest. However, the club should expect most members to proceed in successive, advancing steps in

achievement.

6 - Satisfaction: The club is composed of a group, the members of which find satisfaction primarily in the activity of the club rather than in a showing-off exhibition to non-members.

7 - Pupil membership: The school in its scheme of organization and administration of clubs provides for a club member, who finds he is no longer interested in the field of the club's activity, to transfer in an honorable and dignified manner to another and a desired field.

8 - The Club's relation to the school: The school is attempting to fit its pupils to live in a democratic society and to make democratic society a fit place in which to live. The club chartered by the school, while serving the pupil, renders some definite service to the school in aiding the school to achieve its objectives.

9 - The club name: The name of the club and the names of the ranks in the stepping-up program can have an appeal to the imagination of the members.

10 - The club sponsor: The adult sponsor has a healthy curiosity and a real interest in the field of activity and has or comes to have a genuine delight in the personnel of the club. This advisor knows what to advise, when to advise, how to advise, and in what amount.

It is the writer's (Fretwell) opinion that a club which is fairly described by the preceeding tests has some of the characteristics at least of a worthwhile club.

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carry out numbers five, seven and nine. To this writer, these three seem relatively unimportant. In the dramatic club there was no stepping-up program, successive steps in achievement with appropriate recognition at each step. Perhaps due to the fact that no member wished to leave the dramatic club, no provision was made for number seven, an opportunity to transfer to a more desired activity. The name of the club was unimaginative, a fact which would be opposed to number nine of Fretwell's list. On the other hand the title "The Skowhegan Senior Dramatic Club" was realistic and practical.

Recommended Changes

A few criticisms of the program are to be found and these may be listed as:

Table XVIII

- 1 - deeper study in the field of drama
- 2 - weekly meetings
- 3 - larger club room
- 4 - permanent stage in the building
- 5 - limitation of club membership
- 6 - stepping-up program

Perhaps additional time should be spent in a more serious study of the history of drama. Examples of the various types of dramatic production could very well be given as part of the club program. Because of the numerous activities carried on by the club, the number of club meetings might very well have been increased to weekly gatherings. Our club room which was

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the largest class room in the building was too small to pursue effectively all of the programs and activities participated in by fifty members. The large gymnasium could be made into a meeting place with a great deal of planning and work. Included in this arrangement should be a permanent stage. At best, there should be a wall stage which could be let down when needed. As there was no limitation of club membership, too many students were allowed to belong to too many clubs, and the membership of the dramatic club might well have been cut down. Fretwell feels that:

"Most schools do not know the extent to which pupils are participating in the school's extra-curricular activities. A few able pupils may be in far too many activities. Many times they do not do their extra-curricular work as well as they could if they undertook fewer responsibilities; and sometimes such pupils fail really, or comparatively, in their academic work. The school needs to find out the facts as a first step in restudying its whole program of activities."¹

To establish such a stepping-up program would be a relatively simple matter. The importance of such a program is recognized by Fretwell in the following statement.

"There should be progressive steps of advancement in club activities...Most schools have not made use of this highly motivated plan."²

These changes would be recommended for the dramatic club, and there may be many others. Fretwell feels that:

"As soon as a club scheme of organization becomes fixed and smooth running, it is probably dead".³

¹ Fretwell, *op.cit.*, p. 286.

² *Ibid*, p. 288.

³ *Ibid*, p. 284.

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² Ibid., p. 286.
³ Ibid., p. 284.

Adoption of the recommendations made: deeper study in the field of drama, weekly meetings, a larger club room, a permanent stage, limitation of club membership, and a stepping-up program; will give Skowhegan High School a dramatic club which will conform, to a high degree, with authoritative thinking in the extra-curricular field.

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Teacher's College, Fairleigh Dickinson University, 1927.

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